

## Inspection report for early years provision

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<b>Unique reference number</b>	137505
<b>Inspection date</b>	13/01/2011
<b>Inspector</b>	Helen Steven
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the childminding

The childminder has been registered since 1999. She lives with her partner and an adult family member in Kensal Green in the London Borough of Brent. The ground floor living area is the main area of the home used for minding, with one bedroom used for children to rest on the first floor. The four bed-roomed home is arranged over three floors and is accessed via a small step to the front door. There is a secure garden used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children in the early year's age group. She is registered to work alongside an assistant. The childminder is registered on the early years register, and the compulsory and voluntary parts of the child care register.

The childminder is a member of the National Childminding Association and is an active member of the local childminding network. The childminder supports children who have English as an additional language. She speaks Portuguese and English fluently. The family have a Weimaraner dog as a pet.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a bright welcoming environment which overall supports children's learning effectively and children's individual needs are supported well. The childminder provides a wide range of activities for the children both inside and outside of the home to ensure that overall they are making good progress in their learning and development. Documentation required to promote the safe and effective management of the setting is in place and overall is well maintained. The childminder demonstrates a strong commitment to improve her service by attending relevant training and through her involvement with the local childminding network. She has completed a quality assurance programme to reflect on her service and has begun to make use of the Ofsted self evaluation document in order to record her many strengths as well as areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further support children's creativity by enabling them to represent their own ideas without adult determined pre-printed pictures
- develop the environment so that is rich in numbers and words to support

children's interest and emerging skills in literacy and numeracy

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well because the childminder has a secure knowledge of the signs and symptoms of possible abuse and is aware of where to seek guidance. She attends ongoing training to ensure her knowledge is up to date and has a written safeguarding policy which includes how she would proceed if an allegation is made about herself or a family member. The childminder undertakes thorough risk assessments for each type of outing and records this. She carries out detailed risk assessments of her home regularly. The children have access to the whole of the ground floor and rest in bedrooms on the first floor. The childminder has organised her home to afford children space and access to a good range of toys and resources. For example, the low level shelving enables children to choose toys in addition to the resources set out each day. Required documentation and relevant policies and procedures are maintained well in order to promote children's good health and welfare. Good arrangements are in place to prevent the spread of infection, for example, children do not attend when they are unwell and nappy changing procedures are appropriate. The childminder and her assistant hold valid first aid certificates which enable them to deal appropriately with any accidents.

The childminder has undertaken a quality assurance process in order to reflect on her practice. She routinely seeks feedback from parents via questionnaires to evaluate her service. She is an active member of the local childminding network and demonstrates a commitment to improve her service by attending ongoing training, which benefits the children in her care. Children's individual needs are known to the childminder as she seeks detailed information from parents at the start of the placements. She supports children with English as an additional language by speaking to some children in their home language, conversing in both English and Portuguese fluently. The childminder is able to use some Makaton signs which she introduces to the children during story time. There are good systems to observe and monitor children's progress by using written observations, photographs, samples of their creative work. Observations are linked to the Early Years Foundation Stage and she highlights their progress on detailed information on the six areas of Learning and Development. . She records individual plans for children, linking with their interests. The childminder and assistant have good relationships with parents, and obtain useful information from them at the start of the placement. She has a noticeboard to provide information and gives regular feedback to parents on their child's progress, ensuring that they have the opportunity to input into their child's learning. Parents report that they are happy with the service and activities provided. The childminder has links with local children's centres and can access other agencies as and when the need arises in order to support children's individual needs.

## **The quality and standards of the early years provision and outcomes for children**

Children form good relationships with the childminder and her assistant. Children play alongside each other and older children remind younger toddlers to say please and thank you. Children are able to make choices about their play as resources are set out at a low level and further toys are accessible on low level shelving, thus encouraging them to become independent. Activities are based around children's interests, for example, children interested in cars are supported to set out a road puzzle. Good opportunities for children to explore nature and be involved in the community are in place. The children are taken regularly to a local park regardless of weather to help them gain knowledge of nature and support their understanding of how to live a healthy lifestyle. Children learn to become skilful communicators as they absorb the childminder's routine commentating. Children are inquisitive learners; they are very excited at the arrival of a belated present for the childminder. They eagerly take their turn in opening the paper, ask questions and try to predict the contents of the package. Toddlers use toys such as train tracks to represent a telephone and babble using recognisable words. Young children are introduced to the pleasure of reading as they share stories with the childminder and enjoy regular trips to the library. Photos of themselves carrying out activities are displayed on the noticeboard so that they can recall events. Older children demonstrate their skills in counting and calculating, explaining how many more pieces are required to complete the small world zoo pen. Children write the letter at the start of their name and sound this out phonically. However, the learning environment is not currently rich in letters or numbers to further support children's emerging skills. The children have opportunities to draw with crayons. However, the use of pre-printed images for children to colour enables them to make marks, but this activity does not afford them the opportunity to creatively express their own ideas. The childminder observes children's play to decide what activities they are interested in to support their learning and has plans in place to ensure activities cover all areas of the curriculum

Children learn how to keep themselves safe as they practice fire drills ensuring they know how to evacuate the home efficiently in the event of an emergency. They are encouraged to behave well and are supported in learning how to share, for example, toddlers wanting the same toys are spoken to at their own level and shown where similar toys are displayed. Children are offered nutritious home cooked meals such as chicken, rice and vegetables with fruits. The childminder ensures that the menu also includes alternatives for children with specific dietary needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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